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ABSTRACT

This final report describes activities and accomplishments of the program in International Education at Bard College (New York), which is intended to enhance the ability of American undergraduates to participate in an increasingly internationalist world. The program has both organizational and curricular components. Organizationally, it consists of a student exchange with Eastern and Central European universities. The curriculum component focuses on a course in international education which is organized around themes of democracy. Beginning in 1991-92, students from Eastern and Central Europe have came to Bard for one year to join Bard students in an interdisciplinary course that explores the topic "Rights and Liberties." Since the program's inception, 81 students have participated in the exchange, 55 from east to west and 26 from west to east. An additional outcome has been development of an Eastern European network of PIE graduates who exchange information and support in economic, political, and social spheres. After a project overview, individual sections of the report describe the project's purpose, background and origins, major activities, evaluation, and project results. Appendices include the evaluator's report (Sarah Atchley), conference programs, a course syllabus, a listing of PIE students (1995-96), and sample covers from the Bard Journal of the Social Sciences. (DB)

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PROGRAM IN INTERNATIONAL EDUCATION (PIE)

A. Cover Sheet

Grantee Organization:

Bard College
Annandale-on-Hudson, NY 12504

Grant Number:

P116B10703

Project Dates:

Starting Date: August 1, 1991
Ending Date: August 31, 1995
Number of Months: 48

Project Director:

Amy Ansell
Department of Sociology
Bard College
Annandale-on-Hudson, NY 12504
Telephone: (914) 758-6822

FIPSE Program Officer: Sandra Newkirk

Grant Award:

Year 1	$ 76,356
Year 2	$ 65,728
Year 3	$ 54,137
Year 4	Extension
Total	$196,221

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B. Summaries

1. One paragraph summary

PROGRAM IN INTERNATIONAL EDUCATION (PIE)

In order to enhance the ability of American undergraduates to participate in an increasingly internationalist world, Bard College initiated the Program in International Education. The program's geographical focus has been Eastern and Central Europe and Russia. Beginning in 1991-92 students have come to Bard from the target area for one year to join the Bard faculty and students in an exploration of the topic "Rights and Liberties." This year-long course has been the central feature of a new curriculum which has been subject to experimentation and refinement over the past four years. The program is designed to establish an international dialogue among the faculty and students about the political, economic and social circumstances facing both established and emerging democracies.

Amy Ansell
Bard College
Annandale-on-Hudson, NY 12504

914 758-7430

2. Executive Summary

Program in International Education (PIE)
Bard College
Annandale-on-Hudson, NY 12504
Director: Dr. Amy Ansell, 914 758-7430

A. Project Overview

Bard College initiated the Program in International Education in the fall of 1991. The program as conceived by Dr. Karen J. Greenberg, History Department, has both an organizational and a curricular component. Organizationally it consists of a student exchange with Eastern and Central European universities and, in terms of curriculum, a course in international education which focuses on themes of democracy. Beginning in 1991-92, students from Eastern and Central Europe have come to Bard for one year to join the Bard students in a course exploring the topic "Rights and Liberties." The program is designed to establish an international dialogue among the faculty and students from East and West about the political, economic and social circumstances facing both established and emerging democracies.

B. Purpose

The program intends to make international exchange more meaningful and constructive for both foreign and American students through a joint exploration of the democratic traditions of the United States. The "Rights and Liberties" course is designed to foster dialogue on substantive issues between students from the emerging democracies in Eastern Europe and American students. The program aims to create a model interdisciplinary investigation of the theories and practices of democratic societies that would reward both the foreign and American students.

C. Background and Origins

The idea of an exchange between Bard College and universities in Eastern and Central Europe emerged from a 1990 international conference at Bard, "The Recovery of Memory: Eastern Europe and the Question of Nationalism." The conference was conceived by Dr. Karen J. Greenberg to explore the post 1989 changes taking place in Eastern Europe. The idea of bringing students from Eastern Europe to participate in a one-year exchange program focusing on the interdisciplinary investigation of the theory and practice of democracies was explored in a post conference meeting.

The program was designed to serve students from both East and West. The new world that was emerging from the end of the cold war, the liberation of Eastern Europe, the collapse of the Soviet economy, and the resurgence of nationalism and religious sectarianism throughout the world, demanded that American students must also engage in the systemic study of democratic theory and traditions.

Conference participants played important roles in setting up contacts with faculty and administrators at Charles University, Prague, Czech Republic; Eotvos Lorand University, Budapest, Hungary; Gdansk University, Gdansk, Poland, and "Al I Cuza" University, Iasi, Romania to set up the exchange of students. They also contributed to the development of the curriculum. Herzen University, St. Petersburg, Russia was included in the program as an exchange partner at a later date.

D. Project Description

The project that emerged from the initial planning process is one that has endured over the past four years with minor adjustments. Once agreements were reached with the foreign universities, the exchange of students between Bard and the Eastern European partners began in the fall of 1991. For the first year, the participants were chosen from among the

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best American Studies students at the various partner institutions. In succeeding years as the program became established, more broad-based selection procedures were put into place.

The first PIE course featured a fall semester consisting of classes, workshops, and lectures , focused on the historical investigation of theories of rights and liberties and their integration into political ideology. In the second semester, rights in the international arena were explored often with guest lecturers. Topics included the press, freedom of expression, human rights, property rights, television, and diplomacy. Near the end of the spring term a round table debate, the Spring Forum, was presented by the PIE students exploring a current topic; for example, the first session was on screening laws in Czechoslovakia entitled "To Purge or Not To Purge."

Each succeeding year brought changes in the specific content of the course and in the way students were selected but the basic design and focus remained the same. More countries were included in the pool from which students were selected. In addition to Czechoslovakia--now Czech Republic and Slovakia--Poland, Hungary, Romania and Russia, the program also welcomed students from Croatia, Slovenia and Macedonia.

E. Evaluation/Project Results

The Program in International Education has been very successful both substantively and organizationally. The organizational component, the student exchange, in the direction of East to West, is very strong. Twelve students are chosen on the basis of their academic records, their command of written and spoken English, and on essays on an assigned topic such as the role of minorities, economic affairs, security issues, or individual rights as they pertain in Eastern Europe at the present time. Also, they must have completed two years of university to be eligible to apply. Since the beginning of the program 81 students have participated in the exchange, 55 from East to West and 26 from West to East.

Regarding the curriculum, Bard College has enthusiastically adopted the concept of the joint exploration by U.S. and international students of important "Rights and Liberties" topics. The core course offered in the fall semester examines the theoretical and historical bases of democratic concepts. The spring term allows more flexibility as students chose among two or three courses which move the exploration of rights and liberties into a global setting. The 1995 fall core course is "Faces of Injustice," an interdisciplinary course to explore the meaning of injustice for cultural and political life. See enclosures.

F. Summary and Conclusions

The Program in International Education has succeeded in making international education more meaningful for the Bard and Eastern European students who have participated in the program. In addition, many other Bard students have benefited both intellectually and socially from the presence of the Eastern European students. The program fosters East-West dialogue and, equally important, East-East dialogue among the European students who previously have had very few opportunities to develop prolonged "conversations" over substantive matters influencing their region. An Eastern European network of PIE graduates has developed where exchanges of information and support in the economic, political and social sphere continue to take place. The creation and implementation of the curricular core of PIE would not have been possible without the support of the Fund for the Improvement of Postsecondary Education. We expect that the short term benefits that we have recorded will become long term ones as the participants from East and West mature and take on leadership positions in their home countries. We have high expectations for the PIE alumni in the future.

C. The Report

Program in International Education
Bard College
Annandale-on-Hudson, NY 12504
Amy Ansell (914) 758-7430

A. Project Overview

Bard College initiated the Program in International Education in the fall of 1991. The program as conceived by Dr. Karen J. Greenberg, History Department, has both an organizational and a curricular component. Organizationally it consists of a two-way student exchange with Eastern European universities and, in terms of curriculum, a course in international education that is the creation of both American and foreign professors working together, that involves both foreign and American students and that could be adapted with minor transformation to the curricula of other liberal arts colleges in the United States.

B. Purpose

> To prepare American students to enter a future that will be played out more and more in the international arena;

> to make international exchange more meaningful and constructive for both foreign and American students through a joint exploration of the democratic traditions of the United States;

> to encourage international dialogue between American and Eastern European students;

> to develop a course that is an interdisciplinary investigation of the theories and practices of democratic societies;

> to create a model program that other colleges might adopt; and

> to develop a network of East European program graduates for future cooperative interaction in economic, social, and political spheres.

C. Background and Origins

The origin of the project can be traced to a conference at Bard College in the spring of 1990. The three-day international conference, "The Recovery of Memory: Eastern Europe and the Question of Nationalism", was conceived by Karen Greenberg to explore the changes taking place in the "new" Eastern Europe. At an informal meeting of the intellectuals and scholars and journalists from Eastern Europe and Russia at the close of the conference the idea of bringing students from the region to Bard to participate in a one-year exchange program focusing on the inter-disciplinary investigation of the theories and practices of democratic societies was explored. Some of the academics present became important contacts at partner institutions in Czechoslovakia, Poland, Hungary and Romania both as contributors to curriculum and in the selection of students in the early years of the program. They also assisted Bard students who studied at universities in Budapest, Prague and Gdansk.

An important element from the beginning was the recognition that this program must serve students from both East and West. The new world that was emerging from the end of the cold war, the liberation of Eastern Europe, the collapse of the Soviet economy and the resurgence of nationalism and religious sectarianism throughout the world demanded that American students must also engage in the systematic study of democratic theory and traditions and consider what role the U.S. should play in the general movement toward more democratic systems in the East.

Following the conference, an intense dialogue commenced about the curriculum and procedures on how to handle the actual exchange. Agreements were drawn up between Bard and

the American Studies Departments of participating institutions and a profile was developed of the "ideal" PIE student from Eastern Europe. The successful applicants from Eastern Europe were those students who demonstrated an excellent command of written and spoken English, who had completed two years of university, and who indicated a desire to pursue careers in the areas of journalism, public policy or education. Bard students applying for the exchange had to demonstrate in interest in the culture and history of the host country, have a good academic record, and be recommended for the exchange by two Bard professors. The Bard PIE students selected to go abroad for the second semester joined the PIE course in the fall. Their program abroad included language training, a course in some aspect of the culture/history of the host country and participation in American Studies courses or other courses available in English, such as English or Commonwealth literature. In later years, the Bard students who joined the PIE course after they had been in Eastern Europe contributed more significantly to class discussions. They had shed the parochialism of the typical American college student and returned more sophisticated and confident and informed about political and social issues.

D. Project Descriptions

The conversation begun at the close of the Nationalism conference developed over the course of the year and culminated in a curriculur planning workshop at Bard College in August 1991 to facilitate the integration of the many suggestions and proposals into a viable course: "Rights and Liberties." Contributors included professors from Eotvos Lorand University, Budapest, Charles University, Prague, the Ontario Institute for Studies in Higher Education, Toronto; University of Massachusetts and Bard College and a New York City international lawyer. The collaboration was especially useful in choosing texts and readings for the first semester course which provided a historical and political framework as well as a common vocabulary.

Although curriculum discussions were of paramount importance, the process for selection of the students offered its own challenges. The contacts at universities in Budapest, Prague and Gdansk that proved most fruitful were heads of American Studies Departments, relatively new areas in the university and therefore more flexible. These professors circulated admissions materials to students interested in an exchange year at Bard and made the final selection in consultation with the director. In succeeding years, as more applicants came forward, the foreign professors did the initial screening and sent a list to Bard for final selection. In Budapest, Prague and Gdansk, director Greenberg conducted interviews on site. Where there was no American Studies Department, as at "Al I Cuza"

in Iasi, Romania we relied on contacts in the Philosophy Department to nominate students for the program. The selection of Russian participants was solely in the hands of the Russian professor at Herzen University which proved to be a mistake. In succeeding years the selection process was overseen more closely by the Director so that effects of political and personal favoritism were reduced. .

The final distillation of the elements into the first year "Rights and Liberties" course fell to program director Dr. Karen Greenberg who also taught the course. The first semester, consisting of classes, workshops, and lectures, focused on the historical investigation of theories of rights and liberties and their integration into political ideology. In the second semester, rights in the international arena were explored often with guest lecturers. Topics included the press, freedom of expression, human rights, property rights, television, and diplomacy. The Spring Forum, a roundtable debate presented in a public setting by the PIE students, explored the question of the screening laws under consideration first in Czechoslovakia and later in many other countries, was titled "To Purge or Not To Purge."

The second year of the "Rights and Liberties" program developed a little differently. To bring more Bard faculty on board, the "Rights and Liberties"course was shared by Professors Karen Greenberg (history) and Sanjib Baruah (international relations). The first semester again set the common theoretical and historical framework and the second semester course moved the discussion to the world at large. The fall course, "America's Sacred Texts" examined political documents significant in the history of the United States, ranging from the Declaration of Independence to Martin Luther King's "I Have a Dream" speech. "Nationalism," taught by Professor Baruah in the second semester, expanded the framework of the course to a global perspective. The Spring Forum debated the highly controversial topic of the advisability of military intervention in Bosnia.

During the second year two PIE students founded the Bard Journal of Social Sciences which features a selection of writings by students and faculty and to which PIE students are encouraged to contribute. Copies are sent to all PIE alumni, to Bard faculty, to the home universities of the PIE students, and to subscribers.

Year three brought changes to the "Rights and Liberties" course which ultimately proved unproductive. The precipitating cause of this new approach was the leave of absence taken by the director Karen Greenberg to work as a consultant with the Open Society Institute. This leave later led to her permanent departure from Bard. Instead of a

common course for the PIE students each semester, students could choose from among three courses which focussed on aspects of individual rights and liberties. Fall courses included "Explaining Racism," " Psychology and Politics," and "The Cold War." Spring offerings were "Civil Rights and Civil Liberties,"" Colonialism," and "Politics of Culture." This approach was very soon recognized as counterproductive to one of the main tenants of the program, the confrontation and interaction among the Eastern and Central Europeans about topics important to the transitions taking place in their region. This interaction would result in the development of ties among the participants that would endure when they returned to their home countries. Only by reasoning together could they begin to establish a foundation of meaningful international, intercultural exchange. Through their common confrontation with the US culture the Eastern Europeans recognized how much common ground they shared with each other.

The departure of the director led to several positive developments. When Karen Greenberg left Bard College her purpose was to found the Consortium for Academic Partnership (CAP) for the Soros Foundation on the PIE model. The eight original CAP colleges and universities agreed to bring students from Eastern Europe to their campuses for one year and to require that each student take one American Studies course each semester. As one of the CAP schools, Bard's PIE program remained unique by virtue of its large enrollment and its commitment to the PIE curriculum. We regarded these institutions as potential sites for the development of the "Rights and Liberties" curriculum in the future.

The Spring Forum explored the question "What's happened to the Communists in the East since 'the end of Communism'?" The PIE students discussed the roles the Communists were playing in the current political life of their countries. This emphasis on happenings in PIE students' home countries led the Bard Journal of Social Sciences to plan to include an ongoing Correspondence segment of the journal to encourage PIE graduates to write about the changing situations in their countries. Such a column would allow students to stay in touch with each other in a meaningful way.

The fourth year of the grant funding covered an extension year focussed on two major objectives. First was to review the outcomes of past experiments with the PIE curriculum and establish the parameters within which the "Rights and Liberties" course would be defined in the future. In terms of evaluation of the course, these issues are discussed in detail in the following Section E. The second objective was to arrange for dissemination of the program to other colleges which was to be accomplished through two conference presentations.

At the first conference on January 15-16, 1995 the Consortium for Academic Partnership brought together in Washington, D.C. the faculty, administrators and students from the CAP member colleges including Bard, Duke University, Graceland College, Indiana University, Montana State University, Randolph-Macon, Roosevelt University, Rutgers University, Trinity College, University of Arizona, University of Arkansas, Westminster College and others to participate in a discussion on the nature of and obstacles to the post-1989, transition process in Eastern Europe. Topics included Constitutionalism, Local Self-Governance, Information and the Arts, and Markets. The conference, "Developing Democracy: Nature or Nurture" was introduced by Karen Greenberg, Vice President for Programs at the Open Society Institute, who spoke on rival philosophies of international education. PIE Director Amy Ansell gave a presentation of the evolution of Bard's PIE curriculum. This audience, having already made a commitment to Eastern European student exchange, seemed likely to consider taking the next step to a curriculum commitment as well.

Bard College offered a further opportunity to spread the word about the PIE program during the April 1995 conference, "Democracy Triumphant? Issues and Perspectives on the Post-Cold War Era." Speakers from Central and Eastern Europe, Russia, and the United States discussed issues related to the transition from a closed to an open society. In her opening remarks, conference director Amy Ansell emphasized the important role of international exchanges in furthering understanding among different cultures and described the impact at Bard and abroad over the four years of the PIE program. PIE received additional attention through remarks by Karen Greenberg in her introduction to the Education and Media Panel. She cited the benefits of exchange as defined broadly, emphasizing that both West and East should benefit from what one has to teach the other. Programs based on mutuality of interest, such as the PIE program, hold the greatest hope for achieving progress in Eastern Europe. Other panels addressed Nationalism and Ethnic Conflict, and Transitions to a Market Economy. Two lectures, Civil Society and Its Enemies presented by Ernest Gellner and Perils of the Post-Communist Era by George Soros, completed the program.

E. Evaluation/Project Results

The Program in International Education has been very successful, both substantively and organizationally. One of its greatest strengths has been its flexibility which has allowed for modification and adjustment in response to on-going student and faculty input during the past four years .

Organizational evaluation: the student exchange.

The composition of the first PIE group was 6 Eastern European and 6 Russian students. In subsequent years the 12 students have come primarily from Eastern Europe with one to three Russian students each year. After the formation of the Consortium for Academic Partnership, the selection of students became more democratic as it moved out of the control of individual faculty or university departments. CAP has structured a country wide announcement of the competition and a multi-tiered selection process that insures fairness. Bard selects from this pool of Eastern European finalists to ensure that the PIE students represent a cross section of academic interests and nationalities from the region. Funding the exchange has been a challenge that may become greater. Bard College and private persons have provided most of the support. And the program has benefitted substantially from a number of US government initiatives promoting Eastern European student exchange. As more challenges are raised questioning the benefits of all international student exchange, the pool of government funds may be in jeopardy. That the PIE students have been a singularly marvelous group of students over the years is due in part to the fact that we have had the luxury of selecting solely on the basis of quality and not on the basis of the students' ability to pay.

The other major change is in the numbers of Bard students who study at the partner institutions in Budapest, Prague and Gdansk. This has shown a steady decline for a number of reasons. In the early years of this decade it was exciting to go to the cities of Budapest and Prague, which offered attractions not unlike those of Paris for Americans in the 20's; this novelty has worn off. From the beginning, however, there was a significant language barrier. Neither the Hungarian nor the Czech language is taught at Bard. Further, the financial pressures on the post 1989 Eastern European universities greatly increased as state funding was gradually being withdrawn. Individual professors or deans were not able to provide or arrange for the degree of supervision, support, housing, and courses for the Bard students that had been originally agreed upon. The small number of students going abroad to each university at any one time, two or three, meant that it was prohibitively expensive to set up special language courses and history and culture courses taught in English. Furthermore, in recent years fewer Bard students have had the funds to spend on a semester abroad because scholarship awards can no longer be used for this purpose.

Bard students who wish to study in Eastern Europe now have opportunities to join exchange programs established by other American universities or through a consortium where large enough enrollments make it possible to have a resident

director and to set up special courses in English on the history and culture of the region.

Over the past four years, 81 students have participated in the exchange: 45 Eastern European students and 10 Russian students have studied at Bard; 16 Bard students who went abroad studied in Budapest, Prague or Gdansk, and 10 in St. Petersburg, Russia.

Substantive evaluation: the curriculum

Bard College has enthusiastically adopted the concept of the joint exploration of important "Rights and Liberties" topics by a class of equal numbers of students from East and West.

The most surprising development from the first year of the program was the intense interest in each other among the Eastern Europeans. We had anticipated that there would be important cross cultural contributions between the Americans and the Europeans but did not realize how isolated the Eastern Europeans had been from each other. Many had never had a conversation with fellow Eastern European students and had never traveled to each others' countries. This is still true today of many of the PIE students. The importance of developing the alumni network took on added force with this discovery.

By the end of three years experience, which included a certain amount of experimentation, there was unanimous agreement that the fall semester "Rights and Liberties" course should be a single course required for all the Eastern European PIE students and their Bard counterparts. Although initially they rebelled against required courses, the Eastern European students cited the rarity and value of the exchange of ideas and experiences among the Europeans themselves as well as with US students as the main reasons for their unanimous support of the single core course. As a result, enrollment in the 1994 fall semester "Rights and Responsibilities: Community at the Intersection of Race Class and Gender" was required of all PIE students.

More flexibility will be permitted in the spring component of the program which will give the students a choice among two or three selected courses. During the spring term 1995 the choices were "Ideology, Media and Mass Culture;" "Civil Rights and Civil Liberties;" and "Democratization." It was decided that this combination of one required course in the fall and a choice among a selected list in the spring was the best way to meet the requirements of concentrated group interaction and the different academic needs of the individual students. Spring Forum will continue to occupy its special niche as a culmination of the year's academic work. In response to the students' intense interest in economic issues, the 1995 Spring Forum addressed the topic

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of "The MacDonaldization of Central/Eastern Europe: the Development of the Free-market Economy and the Survival of National Cultures."

F. Summary and Conclusions

In summary, the program as developed requires a certain density of student participation from one region, with the current target area being Eastern Europe, if certain goals are to be met. These goals include interaction within the Eastern Europeam group, the development of an Eastern European alumni network, and the development of a group presence so the Eastern European students feel secure enough to overcome reluctance to express themselves in class. The minimum number of students needed is six though at least eight would be more desirable. The number of Americans in the course would be chosen to provide a balance in numbers of participants. The potential for individual growth and development provided by this scheme can be gleaned by a close reading of the reports of the evaluator which we have submitted each year. The evaluator's report for 1994-95 is enclosed.

There are a number of issues that we will continue to discuss during the current year. Among these is the lingering question of how much of this Program is transferable to other colleges or universities? The one-year exchange students are a captive audience for whom the PIE course is a requirement; could a college organize such a course aiming for a mix of US and international students on a volunteer basis? Is regionality important; would the course be as valuable an experience if the international students came from all parts of the world and not just from one region?

We do feel that cross cultural discussion is essential for the Rights and Liberties course. Although an all American student group would find the topic relevant and could no doubt engage each other in meaningful discussion, the dialogue with the "other" is an irreplaceable resource and spur to individual growth.

G. Appendices

1994-95 evaluator's report
1990 conference program
1995 conference program
Fall 1995 PIE core course
PIE students 1995-1996
Bard Journal of the Social Sciences

Bard College announces

DEMOCRACY TRIUMPHANT?
ISSUES AND PERSPECTIVES
ON THE POST–COLD WAR ERA

SATURDAY, APRIL 8,1995

An International Conference

The conference, sponsored by the Program in International Education (PIE) at Bard College, is intended to foster a dialogue among an international group of scholars, politicians, and cultural figures to explore the assertion that the collapse of the Soviet system and the opening of Eastern Europe to the West signaled a triumph of democracy. Speakers from Central and Eastern Europe, Russia, and the United States will discuss salient issues related to the transition from a closed to an open society: the role of education and the media in fostering critical thinking and free expression; the potential threat to the stability of the region posed by the rise of nationalism and ethnic conflict; and the implications of the transition to a market economy for the future of democracy in the region.

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SCHEDULE OF EVENTS

All sessions will be held in Olin Auditorium

9:00 a.m.	**Registration and Coffee**
9:30 a.m.	**Welcome** - Amy Ansell, Conference Director
9:30-10:00 a.m.	**Introductory Remarks** Karen Greenberg
10:00-10:30 a.m.	**Education and the Media in Transition** Elzbieta Matynia Miklos Haraszti
10:30-12:30 a.m.	**Panel: Nationalism and Ethnic Conflict** Ian Bremmer, "Nation-Building in the Post-Communist States" James Chace, "Containing Ethnic Conflict: The New Security Structure of Europe" Rasma Karklins, "Democratic Ethnopolitics" Commentator: Norman Manea Moderator: Shelley McConnell
12:30-2:00 p.m.	Break for lunch
2:00-4:00 p.m.	**Panel: Transitions to a Market Economy** Stanislaw Wellisz, "Retreat from Reform" Peter Boettke, "The Reform Trap: The Political Economy of Transition" Katharina Pistor: "Autocratic Tradition and Economic Legality: Russia's Attempt to Establish a Legal Framework for a Market Economy" Moderator: Dimitri Papadimitriou
4:00-4:30 p.m.	Break for coffee
4:30-6:00 p.m.	**Featured Address: "Civil Society and Its Enemies"** Ernest Gellner, Director, Centre for the Study of Nationalism Introduced by Amy Ansell
6:00-8:00 p.m.	Break for dinner
8:00 p.m.	**Special Keynote Address: "Perils of the Post-Communist Era"** George Soros, Chairman, The Soros Foundations Introduced by Leon Botstein

THE PROGRAM IN INTERNATIONAL EDUCATION

A central aim of the conference is to establish ways in which international dialogue can be promoted along the lines established by the curricular innovations represented by Bard's Program in International Education (PIE). PIE has demonstrated that focused, intensive and sustained dialogue about issues in which faculty and students share an interest, and which transcend regional boundaries, is a constructive and preferable means of promoting international dialogue. The conference will seek to explore ways in which colleges and universities in both regions of the world can - through adaptations of the PIE program - help to share that knowledge and establish a dialogue among different ethnic/national groups.

Bard College's Program in International Education was developed in 1991 in the context of the historic collapse of the Soviet system and the opening of Central and Eastern Europe to the West, and was intended as an important response to the potential triumphs and dangers of the post-communist world. Fueled by the recognition that there is no automatic link between the collapse of the Soviet system and the emergence of democracy, PIE was created as an educational initiative to help facilitate the transition from a closed to an open society. We believed that it was important to help provide a vision of a thriving civil society characterized by the free exchange of ideas, participatory citizenship, respect for minorities and minority opinions, individual rights and the rule of law during a crucial period of transition. Although this moment of critical transition has largely passed, the reasons for developing the Program in International Education have become more and not less compelling. It is our belief that education has a role to play in ensuring that a concern for difficult and complex ideas within the democratic tradition replace the more seductive search for political enemies and nationalist heroes.

Education also has a role to play in redefining the American identity in the post-communist era. For nearly half a century that identity was constructed around a narrative which was essentially oppositional in terms; that is, in terms of America as the leader of the 'free world' against the communist enemy. For us as for our partners in Central and Eastern Europe and the former Soviet Union, the post-communist era has posed a new set of questions and issues for the nation and its citizens. In this light, PIE is conceived not as an 'exporting democracy' model of international education, but rather as a catalyst in fostering a mutual exploration of themes related to transitions to democracy, the tension between individual freedom and social responsibility, and the meaning of citizenship in today's world. In both regions of the world, we believe it is of paramount importance that we begin to define ourselves in terms of what we together stand for rather than who we alone stand against.

PIE is distinct from more traditional approaches to international education in the sense that its primary goal is not the exchange of students but rather the linking of talented Central and Eastern Europeans of university age with Bard College students and bringing them together to investigate the many facets of democracy: its successes and its failures; its limitations and its potential for the future. At Bard, the PIE participants study with young Americans in a special course on democratic culture and society. The seminar, as the central academic component of PIE, addresses the need for constructive dialogue about issues of global concern in an international context, both to influence the college curriculum and to involve the wider community. During the course of the seminar, international and American students develop an understanding of the difficulties and possibilities of sustaining a democratic order. In this light, PIE is an innovative model of international education which serves as a catalyst in enhancing the ability of American undergraduates and students from rapidly changing areas of the world to participate constructively in an increasingly internationalist world.

Since the program's inception, forty-eight students from Croatia, the Czech Republic, Hungary, Macedonia, Poland, Romania, Russia, Slovakia, and Slovenia have come to Bard College as PIE students. Twenty-seven students from the United States have crossed the Atlantic in the opposite direction to study at participating universities in Central and Eastern Europe and Russia. Due to the substantive nature of its curricular focus and the superb quality of the Central and Eastern European students, PIE has played a leading role in promoting student awareness of international social and political issues, and increasingly PIE students from both regions have reached out to inform a national and even international audience via the publication of the Bard Journal of Social Sciences.

PIE's next priority is to expand the curricular component of the Program into the equivalent of an academic major. By expanding the exploration of themes central to the theory and practice of the democratic tradition into a full academic major, we anticipate infusing the study of democracy and its critics with the richness and diversity of all of the liberal arts. The PIE core course offered next semester - 'Faces of Injustice' - represents just such an attempt. The course is interdisciplinary in conception and aims to explore the meaning of injustice for cultural and political life. The borderline between injustice and misfortune is psychological, sociological, anthropological, and political; and the comprehension of injustice challenges theologians, artists and writers, as well as scholars in the human sciences. The Faces of Injustice aims at concrete analyses and comparisons, with special attention to similarities and differences in the ways the issues are screened through the contrasting histories of the international student body of the class. The course consists of a set of twelve modules with instruction provided by Bard faculty from several programs and divisions (political science, religion, economics, psychology, film, literature, gender studies, history, ethnic studies, anthropology, and sociology).

Amy Ansell

CONFERENCE PARTICIPANTS

AMY ANSELL

Amy Ansell is associate dean for academic affairs, assistant professor of sociology, and director of the Program in International Education at Bard College. She received her Ph.D. in social and political sciences from Cambridge University. Her areas of scholarly interest include political sociology, race and ethnicity, social theory, and social movements. Dr. Ansell is author of Race and Reaction: New Right Ideology in Britain and the United States (Macmillan/NYU,1996), "Business Mobilization and the New Right: Currents in U.S. Foreign Policy" in Business and the State in International Politics, and is currently editing Discourses of Divisiveness: The Ideology of the New Right in the United States.

PETER J. BOETTKE

Peter J. Boettke currently teaches economics at New York University. He is the author of The Political Economy of Soviet Socialism and Why Perestroika Failed. He is the editor of The Collapse of Development Planning and The Elgar Companion to Austrian Economics, and co-editor of The Market Process: Essays in Contemporary Austrian Economics. In addition, Dr. Boettke is co-editor of the research annual Advances in Austrian Economics. Dr. Boettke has published widely in professional journals and in popular magazines and newspapers on issues of economic theory and public policy. He has held visiting appointments at the Hoover Institution, at the Central European University, and at the Russian Academy of Sciences in Moscow.

LEON BOTSTEIN

Leon Botstein has been president of Bard College since 1975. He is also the Leon Levy Professor in the Arts and Humanities. He received his Ph.D. in European history from Harvard and has received several honorary degrees. Mr. Botstein is music director of the American Symphony Orchestra as well as artistic director of the Bard Music Festival. He is also editor of The Musical Quarterly and has published over 100 articles and reviews in leading newspapers and journals on such diverse topics as music, higher education, history, and culture. His books include Judentum und Modernitat: Essays zur Rolle der Juden in Der Deutschen und Osterreichischen Kultur 1848-1938(1991) and the forthcoming Music and Its Public: Habits of Listening and the Crisis of Musical Modernism in Vienna, 1870-1914.

IAN BREMMER

Ian Bremmer is a research fellow at the Hoover Institution, Stanford University, and president of the Asociation for the Study of Nationalities. He received his Ph.D. in political science from Stanford University. A specialist of nationalities affairs in the post-Soviet context and problems of post-Soviet transition, he has published extensively, including numerous articles and three volumes: Soviet Nationalities' Problems (with Norman Naimark, Stanford, 1990), Nations and Politics in the Soviet Successor States (with Ray Taras, Cambridge University Press, 1993; 2nd ed forthcoming), and Transitions to and from Democracy: Nationalism in the Post-Communist States (forthcoming).

JAMES CHACE

James Chace has been the Henry R. Luce Professor in Freedom of Inquiry and Expression at Bard College since 1990. He is the author of nine books on international affairs, including The Consequences of the Peace, Solvency: The Price of Survival, and America Invulnerable: The Quest for Absolute Security from 1812 to Star Wars. Mr. Chace is editor of World Policy Journal and has held other important editorships: East European Magazine, Interplay, and Foreign Affairs and was the international affairs editor of The New York Times Book Review. He is a frequent contributor of articles in Foreign Affairs, New York Review of Books, The New York Times Magazine, The New York Times "Op-Ed Section," The New Republic, and Harper's Magazine, among others.

ERNEST GELLNER

Ernest Gellner received a Ph.D. in social anthropology from the London School of Economics, where he taught from 1949 to 1984. He was William Wyse Professor of Anthropology, Cambridge University, and Professorial Fellow of King's College 1984-93. Since 1993 he has been the director for the Centre for the Study of Nationalism, at the Central European University. His published works have addressed: Western philosophy, Soviet ideology, Muslim tribal structure, general social theory, and nationalism. He is a Fellow of the British Academy, and a member of both Academaea Europaea, and the American Academy of Arts and Sciences. His publications include Words and Things, Nations and Nationalism, Plough, Sword and Book, Conditions of Liberty: Civil Society and its Rivals, and Encounters with Nationalism.

KAREN J. GREENBERG

Karen J. Greenberg is the vice-president for programs of the Open Society Institute, the newest of the Soros Foundations, which promotes the development of open socities around the world. Dr. Greenberg oversees all OSI programs with a special interest in the foundation's extensive scholarship and other educational initiatives. A past member of Bard's administration and faculty of history, she focuses her teaching on American intellectual and cultural history, refugee intellectuals and artists of the Nazi period, African-American history, and the progressive era. In 1990 she founded Bard's Program in International Education. Her published work includes articles on America's experience of the Holocaust especially on refugee scholars and their reception in the United States.

MIKLOS HARASZTI

Miklos Haraszti's books include A Worker in a Worker's State and The Velvet Prison, both translated into many languages and widely used in academia. Mr. Haraszti was a founder of Hungary's human rights movement in the 1970s, and an editor of Hungary's main clandestine magazine, Besze, in the 1980s. In 1989 he was a participant in the Hungarian Roundtable Talks on the peaceful transition of free elections and democracy. Elected in Budapest, from 1990-1994, he served as a member of the Hungarian Parliament. He was media affairs spokesperson of the parliamentary opposition. Mr. Haraszti is currently teaching as the E. L. Wiegand Distinguished Visiting Professor in Northwestern University's political science department.

RASMA KARKLINS

Rasma Karklins is professor and chair of political science, University of Illinois at Chicago. She is a long-standing expert on ethnic politics in the former Soviet Union. Her study Ethnic Relations in the USSR: The Perspective from Below was recognized with the 1987 Ralph J. Bunche Award of the American Political Science Association "for the best scholarly work in political science exploring the phenomenon of ethnic and cultural pluralism." Her most recent book is Ethnopolitics and Transition to Democracy: The Collapse of the USSR and Latvia (Johns Hopkins University Press, 1994). Professor Karklins is the current president of the Association for the Advancement of Baltic Studies.

NORMAN MANEA

Norman Manea, Writer-in-Residence at Bard College, was born in Romania. His first published work appeared in the influential but later suppressed avant-garde magazine Povestea Vorbii. He is the author of novels, volumes of shorter fiction, and collections of essays, and his work has been translated into more than ten languages. Prizes include DAAD Berliner Kunstlerprogramm, Fulbright, Guggenheim, and a 1992 MacArthur Award. His most recent publications in the United States include October, eight o'clock, On Clowns: The Dictator and the Artist, and, in 1993, Compulsory Happiness.

ELZBIETA MATYNIA

Elzyieta Matynia is a sociologist whose major fields are the history of social thought and the sociology of art and culture. She studied literature and sociology at Warsaw University and did post-doctoral studies at the Graduate Faculty of the New School for Social Research, New York, where she now teaches. She is also Director of the Graduate Faculty's East and Central Europe Program, which was launched in 1990, and now collaborates with scholars and intellectuals in fourteen countries of the region. In 1992 she established an annual graduate summer institute, Democracy and Diversity, in Cracow, Poland, for young American scholars and their counterparts from East and Central Europe.

SHELLEY McCONNELL

Shelley McConnell joined the Bard College political studies faculty in 1993 as a specialist in Latin American affairs. Her broader interests are reflected in courses such as "Democratization" and "Conflict Resolution in Civil Wars." She has worked for the United Nations Mission to Verify the Elections in Nicaragua, the Inter-American Institute of Human Rights in Costa Rica, and Inter-American Dialogue, Washington, D.C., and has received grants from the Center for Latin American Studies, Stanford, and the Institute for the Study of World Politics.

DIMITRI B. PAPADIMITRIOU

Dimitri B. Papadimitriou is executive vice president and the Levy Institute Professor of Economics, Bard College, and executive director of the Jerome Levy Economics Institute and the Bard Center. Dr. Papadimitriou was a visiting scholar at the Center for Economic Planning and Research (Athens, Greece) and a Wye Fellow of the Aspen Institute. He is the general editor of the Levy

Economics Institute Series, editor of Profits, Deficits and Instability; Aspects of Distribution of Income and Wealth; and,with Steven Fazzari, editor of Financial Conditions and Macroeconomic Performance, Essays in Honor of Hyman P. Minsky.

KATHARINA PISTOR

Katharina Pistor is a lecturer on law at Harvard Law School. She concurrently holds a position as a senior research fellow at the Central European University Privatization Project. She received her LL.M. from the University of London (Great Britain) in 1989 and also holds an M.P.A. degree from the Kennedy School of Government, Harvard University. Katharina Pistor has practiced law both in public administration in the former GDR and in law firms, where she has been involved in litigation as well as Russian business law. She also has worked for the Russian State Committee for Privatization and participated in the Joint Project of the World Bank and the CEU Privatization Project on Corporate Governance in Eastern and Central Europe, and Russia.

GEORGE SOROS

George Soros, an international philanthropist, founded the Open Socity Fund in 1979, the Soros Foundation-Hungary in 1984, and the Soros Foundation-Soviet Union in 1987. He has established a network of foundations in twenty-four countries throughout Central and Eastern Europe and in South Africa and the United States. In 1990 Mr. Soros founded the Central European University in Budapest, Prague, and Warsaw. The university offers postgraduate programs in history, economics, political science, art history, and the social sciences and serves as the centerpiece of the Soros Foundations educational initiatives in Eastern Europe. Mr. Soros is president of Soros Fund Management and chief investment advisor to Quantum Fund N.V. and is the author of several books and articles on politics and economics.

STANISLAW WELLISZ

Stanislaw Wellisz divides his time between Columbia University, where he holds the Kathryn and Shelby Cullom Davis Chair of Economics and International Affairs, and the University of Warsaw, where he is in charge of the Columbia University-Warsaw University cooperative program in economics. He has held a number of academic appointments in the United States and abroad and has worked on consulting assignments for the World Bank, the IMF, and other agencies in Asia, the Middle East, Africa, and Latin America. In 1989 he took an active part in discussions on the formulation of Poland's reform program. Mr. Wellisz has authored books, including The Economies of the Soviet Bloc, and numerous articles on development, economic transition, and the international economy.

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BARD COLLEGE

PROGRAM IN INTERNATIONAL EDUCATION

1994 - 1995

Sarah Atchley

Project Evaluator

June 1995

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Abstract

During the academic year 1994 - 1995, through a combination of interviews with faculty, students and administrators, conference and forum attendance, and reviews of documentation, the following aspects of the fourth year of the Program in International Education (PIE) at Bard College were examined:

I. 'Rights and Liberties' Curriculum

II. Extracurricular Offerings

III. Student Integration

IV. Programmatic Development

PIE, a one-year exchange program between Bard College and institutions in Central and Eastern Europe, pivots around 'Rights and Liberties," a mandatory academic component. The program has become a vital part of the Bard community, influencing both curricular and extracurricular life.

I. The 'Rights and Liberties' curriculum, a combination of required coursework and a public forum, encouraged an intellectually stimulating exchange of ideas among all participants.

II. PIE provided a variety of events both on and off campus to enhance student experience; student-sponsored events added to the exchange.

III. Students participated fully in campus life. Orientation and dialogue remained strengths of the program.

IV. PIE is flexible and responsive to student needs. Its innovative approach to international exchange is a great success.

Overview

The Program in International Education (PIE) at Bard College promotes exchange between the United States and countries of Eastern and Central Europe. European countries represented this year by twelve students were Croatia, the Czech Republic, Hungary, Poland, Romania, and Slovenia; in other years Bulgaria, Macedonia, Serbia and Russia have been included. In addition, two Bard students from the United States spent a semester in the Czech Republic this spring. The PIE model presents several innovative elements: shared curricular design, a required year-long academic component, an annual student forum open to the public, and a strong network of PIE alumni.

Administrators and faculty at Bard College maintain contact with their peers in Eastern and Central Europe to develop academic programs which can meet the needs not only of students who come to Bard for an academic year, but also of those U.S. students from Bard who spend a semester in Europe. Though often complicated by restrictions of language or field of interest, successful programs have been established in several countries, and more are currently under development.

'Rights and Liberties,' the core component of PIE at Bard College, has been modified during the four years of the program. In response to student and faculty input, it will assume a new interdisciplinary form in the fall of 1995.

The Spring Forum is an event which gives the PIE participants an opportunity to explore a single issue from

multiple perspectives and to share their viewpoints not only with each other, but the Bard community as a whole.

Former PIE participants are very active in the continued success of the program, both in Europe and the United States. Involved in recruitment as well as selection and orientation, students have created a network which effectively expands the program to far more than a year-long experience.

In its four years at Bard College, the Program in International Education has successfully met its initial goals of fostering genuine exchange in a stimulating intellectual atmosphere, enhancing understanding of other cultures, increasing collaboration and communication among colleges in the United States and Eastern and Central Europe, and developing a model of exchange which can be used at other academic institutions.

I. Curriculum

Rights and Liberties

'Rights and Liberties' is the name given to the mandatory year-long core component of the Program in International Education at Bard. Initially taught by a single professor, the format has changed several times in the past four years. This year, all twelve European students took the same course in the fall: Rights and Responsibilities: Community at the Intersection of 'Race,' Class, and Gender. In the spring, they

were given a choice of three courses: Ideology, Media and Mass Culture; Civil Rights and Civil Liberties; or Democratization. It was thought that a wider selection of courses might better meet the different academic needs of the PIE students, and indeed, it did - somewhat at the expense of the group. Though initially reluctant to participate in anything required, PIE students were unanimous in their support of the core courses by the end of the program. Citing the rarity and value of the exchange of ideas and experiences among the Europeans themselves as well as with US students, they recommended that future groups participate in core courses together, but underlined the importance of topics wide-ranging enough to appeal to, and include, the diverse backgrounds and interests of all the participants. They also emphasized that future students need to understand that the core is mandatory before arriving at Bard.

Programmatic response has been admirable. The next 'Rights and Liberties' course will be interdisciplinary: Faces of Injustice will be taught by fourteen Bard professors from the areas of political science, film, economics, psychology, history, anthropology, literature, sociology, and religion. Open to twelve Bard students as well as twelve PIE students, the format not only appeals to different academic interests, but is also flexible enough that all students will be able to participate. Response to this proposed innovation has been very enthusiastic.

Spring Forum

As in past years, PIE students presented a moderated debate and discussion to the Bard community in the late spring. This year the title was 'The McDonaldization of Central/Eastern Europe: the Development of the Free-market Economy and the Survival of National Cultures.' After a short introduction, representatives from each country presented their evaluations of issues involved, employing multiple intellectual approaches and analyses. The talk ranged from economics, politics, cultural models, and mass media to models of change. Students listened carefully to each other; they were obviously engaged by the variety of experiences represented and knowledgeable about them.

The discussion was opened to include the public, and debate continued to be informed and informative. Clearly this was a group of students who had developed a common intellectual vocabulary - not that they agreed with each other all the time, but they were communicating with far more than jargon. Historical and ideological perspectives were evaluated, not assumed. The Spring Forum continues to be an excellent manifestation of what an international exchange can be: true dialogue, informed discussion.

Students evaluated the Spring Forum very highly, mentioning that they enjoyed dealing with real issues and confronting their pasts and futures as a group. They felt that the experience had been very important in establishing connections and finding an identity through debate. It was suggested that the Forum might

be done earlier, or perhaps more often, as a way for PIE students to make their presence known on campus and to meet others with similar interests.

II. Extracurricular Offerings

On Campus

The Program in International Education sponsored several events on the Bard College campus during the academic year. Ms. Nada Selimovic, Chairperson of the Center for Anti-War Activity in Sarajevo presented "The Conflict in Bosnia: A View from the Ground." A film entitled "Money or Mercy? Children in War-torn Sarajevo" was shown at a later date. Dr. Ronald Cox of Florida International University talked on "U.S. Imperialism and the Occupation of Haiti." Dr. Robert Gellately of the University of Western Ontario spoke on "The German Secret Police: On the Social History of the Gestapo and the Stasi."

"Democracy Triumphant? Issues and Perspectives on the Post-Cold War Era" was a one-day conference held on campus in April. Professors from Eastern and Central Europe as well as faculty from PIE and CAP (Concortium for Academic Partnership) schools came together to discuss the future of emerging democracies.

Of special interest to this report was the participation of Dr. Karen Greenberg, founder of PIE at Bard College, Executive Director of the Open Society (OSI) and Director of CAP as well

as that of Dr. Amy Ansell, Director of PIE and Associate Dean for Student Services at Bard. Dr. Greenberg spoke about the necessity of exchange, not to learn a specific skill like engineering, but for exposure - both to and from the host culture. It was an excellent opportunity to share the success of the PIE model with colleagues, and Dr. Greenberg did so clearly and convincingly. Dr. Ansell, who was the Conference Director, also used her welcoming remarks to bring the Program in International Education at Bard College to the attention of those in the field. She spoke of its history and the innovative, meaningful curriculum which is helping to internationalize education at Bard as it engages students - and the whole community - in dialogue.

The Bard Journal of Social Sciences, founded three years ago by international students involved with the Program in International Education, continued to bring together people interested in the transition issues in Central and Eastern Europe at the same time it maintained PIE alumni networks.

The Central European Student Organization (CESO), designed to share culture and views, was initiated and organized by PIE students on campus this year. Membership was open to all interested persons, and activities ranged from dinner parties to presentations of films, poetry, and literature. Students were justifiably proud of their accomplishments, feeling that CESO gave them both a voice and presence on campus that other student organizations could not. It was recommended that in the future CESO might serve as a vehicle for promoting PIE, both on and off

campus, by organizing conferences and forums.

Off Campus

PIE students attended many off-campus events during the academic year. Adam Michnik of the Solidarity movement in Poland spoke on "Dignity and Fear: Dialogue with a Friend from Belgrade" at the New School for Social Research. The Society for Romanian Studies and the Romanian Cultural Center presented a two-day conference. Five PIE students went to the annual Human Rights Watch dinner in New York City and all were invited to hear Professor Steve Solnick, Assistant Professor of Political Science at Columbia University and Fellow at the Harriman Institute, speak on 'After Chechnya: Has Yeltsin Killed Russian Democracy?'

The Virtual University Winter Conference, 'Developing Democracy: Nature or Nuture,' in Washington, D.C. provided another opportunity to share the success of the PIE approach to international exchange with CAP participants. Dr. Ansell addressed administrators, faculty, international student advisors, program coordinators and students from other CAP institutions, promoting the goals, evolving curricula, and expansion of the Program in International Education. Student editors of the Bard Journal of Social Sciences shared information with others interested in alumni networks.

Student reaction to the conference was very enthusiastic.

They especially enjoyed meeting other students from Central and Eastern Europe and sharing experiences, and recommended that such opportunities be built into the program more frequently. Also very popular was the chance to see more of the United States and learn about its culture and heritage. PIE participants visited many monuments and museums, including the Holocaust Museum, the Capitol and the White House.

It was suggested that a program be developed to further enrich the US experience of PIE participants. Some students mentioned that too much emphasis was sometimes placed on academics - admitting that much of that emphasis was their own - and expressed interest in learning more about everyday US culture, including the spheres of business, education, history, and law. It was felt that Bard College, a small residential community, was too protected to reflect many facets of US society. Though New York City is relatively close, financial restraints and inexperience limited student access. If a programmed component were incorporated into PIE, students felt they would have more exposure to the diversity of the United States.

III. Student Integration

PIE Participants had three orientation sessions: contacts with PIE alumni during and after the selection process, a conference at the Virtual University in Prague and a seminar at

Bard itself.

All PIE students were invited to a five-day orientation session for exchange students coming to the United States at the Virtual University in July. Through a series of seminars, writing workshops, and discussions, students were prepared for the liberal arts system in the United States and alerted to possible differences in homework, class participation, and asking faculty for help. Most of the students who came to Bard spoke enthusiastically of the experience, though many would have liked more time to explore their surroundings. It bears repeating that one of the most successful aspects of the Program in International Education has been the connections developed among students from Eastern and Central Europe; a trip to Prague had been unattainable for most. All agreed that the orientation at the Virtual University was an interesting introduction to the exchange experience, though some mentioned that they would have liked more information specifically about Bard College and the requirements of the Program in International Education.

Once at Bard, the students participated in a three-week seminar for new students entitled "Language and Thinking." Designed to acquaint all incoming freshmen with college work, "Language and Thinking" is an intense experience for participants. PIE students had mixed reactions. Older than most college freshmen, some resented being treated as such. Others praised the seminar, saying that it had been a useful transition and had helped them make friends in the United States. All agreed that it helped them understand academic expectations at

Bard and eased them into a life in English.

During interviews, especially those conducted on a snowy day in December, students commented on their surprise at the degree of culture shock they experienced adjusting to life on a campus as small and secluded as Bard's. One felt that not only should they have been better prepared for such realities and reactions, but that faculty and academic advisors at Bard also needed to be more sensitive to the difficulties of cultural adaptation. Others took the transition period more easily into stride. None, however, voiced anything other than enthusiastic praise of Amy Ansell, Director, and Janet Kettler, Associate Director, and the understanding and support they provided throughout the program. It is clear that the success of the Program in International Education at Bard is very much a result of the dedication and energy of its competent staff.

Student comments about campus life were in no way untypical: food was terrible, food was delicious, dorm life was awful, dorm life was great, people were cold, people were wonderful; in spite of any perceived culture shock, PIE participants seemed to have adjusted well to life at a rural campus.

Praise for the academic life at Bard College was unanimous and heartfelt. Friendly, attentive, and academically demanding, the faculty was high on everyone's list.

Student comments about what they had gained in the course of the PIE experience were insightful. Language skills and vigorous academic discourse were almost taken for granted; most

concentrated on their ability to perceive and value differences. One talked about developing a sense of openness to integrate and eventually assimilate different cultural values. Another mentioned that it had been wonderful and useful to compare ideas and thoughts from people from different backgrounds, giving him a better idea of where his country may be headed. Another wrote about establishing connections and trying to understand better common experience. Still another said he had "a better understanding, not only of the US, but of Eastern Europe, too, and of [his] own identity" - all excellent testimonials to the success of the Program in International Education at Bard College.

IV. Programmatic Development

In the course of the academic year, many modifications and advances have occurred. Dr. Amy Ansell has actively pursued the goal of joint curricular development, not only with institutions in Europe, but also in the United States. The academic component of the program in Europe, weakened by the necessity of courses in English, has been strengthened; new connections have been forged in St. Petersburg, Prague, Budapest, Zagreb, and Krakow.

PIE has become an established presence at Bard College; indeed, its interdisciplinary core of "Rights and Liberties" may soon become a full academic major. Building upon the initial

goals of the program, PIE may also be expanded to include other countries in political transition.

As mentioned previously in this report, information about the Program in International Education and its innovative curriculum has been disseminated widely.

Conclusion

Short-term PIE goals include: bringing together American and foreign educators to work jointly to create a course of study, engaging American students in stimulating and provocative intellectual contact with foreign students, enhancing the American understanding of foreign cultures, increasing collaboration and communication among the colleges in the United States and the university programs in Europe. It is obvious that these goals have not only been met, but surpassed. Connections with both US and European institutions are strengthened every year, not only by faculty and program personnel but also by PIE alumni. European PIE students are an active, vocal presence at Bard, inviting exchange with others.

Long-term goals include devising an exchange program which exchanges ideas as well as students and can be adapted by other institutions, furthering students' interests in international concerns, bringing together a group of students who will develop lasting relationships. Again, the Program in International Education has surpassed expectation. Transforming curriculum at

Bard College itself, PIE has proven to be an enormously successful model - a program which fosters informed, concerned debate, a program which has never stopped learning from experience and evolving.

How could it fail?

BARD COLLEGE *presents*

THE RECOVERY OF MEMORY

Eastern Europe and The Question of Nationalism

An International Conference
MAY 11, 12 and 13, 1990

Sponsored by: *The International Academy for Scholarship and the Arts,*
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THE RECOVERY OF MEMORY:

EASTERN EUROPE AND THE QUESTION OF NATIONALISM

AN INTERNATIONAL CONFERENCE

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FRIDAY

REGISTRATION: 12:00 - 1:00

SESSION ONE: 1:00 - 2:45

WELCOMING REMARKS: Leon Botstein, President of Bard College

Karen J. Greenberg, Conference Director
"Notes on 'The Recovery of Memory'"

THE NATURE OF CHANGE

Lawrence Weschler, "Poland Takes the Plunge"

Nicolae Manolescu, "Recent Trends in Romania"

Mihajlo Mihajlov, "Yugoslavia: A Nationalities Test Tube"

Jiri Hanzelka, "Economy and Government in Czechoslovakia"

Moderator: Sanjib Baruah

SESSION TWO: 2:45 - 4:15

THE PERSISTENCE OF NATIONAL IDENTITY

Michael E. Brown, "Understanding Change: Methodology, Conceptualization and the Case of Eastern Europe"

Frantisek Silnicky, "National Consciousness: An Aspect of the Democratization of Czechoslovakia"

Jan Sadlak, "Socialist Ideology and National Objectives: Education's Curved Road"

Katherine Verdery, "The Persistence of Nationalism in Command Style Socialism"

Moderator: Mark Lytle

Note: Following each session the audience is invited to address questions to the panelists.

KEYNOTE ADDRESS: 4:30 p.m.

"PROBLEMS OF RUSSIAN NATIONALISM TODAY"

ANDREI SINYAVSKY
(Abram Tertz)

Introduction: Gennady Shkliarevsky
Translator: Roman Kaplan

DINNER: 6 p.m.

EVENING PROGRAM

Concert at 8:00 p.m.

THE DA CAPO CHAMBER PLAYERS

MUSIC OF FIRSOVA, SMIRNOV AND SCHOENBERG

The participation of the Soviet composers Elena Firsova and Dmitri Smirnov has been made possible by the Soros Foundation-Soviet Union

SATURDAY

REGISTRATION: 9:00 a.m.

SESSION THREE: 10:00 - 12:00

OPENING REMARKS: S Jay Levy, Chairman, The Jerome Levy Economics Institute

PERESTROIKA AT HOME AND ABROAD

Alexander Shalnev, "Recent Transformations in the Soviet Union"

Marshall Goldman, "The Soviet Union and the Issue of National Independence"

Yuri Orlov, "Political Struggle and Human Rights"

Jerry Hough, "Gorbachev, Russian Nationalism and Europe"

Moderator: Valerie Bunce
" 'Refolution' in Eastern Europe"

LUNCH: 12:15 p.m.

SESSION FOUR: 1:30- 3:30

OPENING REMARKS: Dimitri B. Papadimitriou, Executive Vice President, Bard College

EAST MEETS WEST: GERMAN REUNIFICATION AND THE FUTURE OF EUROPE

Manfred Stassen, "Unification At What Cost?"

Jens Reich, "The Future of East Germany"

Ambassador Hans Otto Braeutigam, "The United Nations and the Question of Germany"

Dimitri Simes, "The View from the Soviet Union"

Moderator: Robert Gerald Livingston

SESSION FIVE: 4:00 - 5:30

TALES OF THE ROUND TABLE

An underground documentary film from Poland

Presenter: Piotr Bikont, co-director

DINNER: 6:00 p.m.

SESSION SIX: 8:00 - 10:00

"THE ROLE OF CULTURE IN POST-DISSIDENT SOCIETY"

A DISCUSSION

Milan Simecka, "Culture and Politics in Czechoslovakia"

Miklos Haraszti, "Post-Communist Culture: Old and New Dilemmas"

Norman Manea, "The Nature of Romanian Dissidence"

Helena Luczywo, "Poland, Solidarity and the Press"

Moderator: Karen J. Greenberg

SUNDAY

SESSION SEVEN: 10:00 - 12:00

ON THE JEWISH QUESTION

Iwona Irwin-Zarecka, "Confronting the Holocaust: Questions for the East European Nations"

Leon Volovici, "Nationalism and National Self-Image in Eastern Europe: New Aspects"

Konstanty Gebert (Dawid Warszawski), "Recent Developments in Polish/Jewish Affairs"

Moderator: Leon Botstein

CLOSING REMARKS: Leon Botstein, President of Bard College

PARTICIPANTS

Sanjib Baruah is an Associate Professor of Political Studies at Bard College and a faculty advisor to the International Academy for Scholarship and the Arts. His articles on international politics have appeared in Democracy and Socialism, Economic and Political Weekly, Asian Survey and elsewhere.

Piotr Bikont is an independent film maker from Poland. Educated in Wroclaw, he was arrested and interned following the establishment of martial law in 1981. Along with Adam Michnik, the editor of Gazeta Wyborcza, he produced a series of underground documentaries on the May and August 1988 Round Table negotiations. Currently he is working on a project with the BBC on the current situation in Poland. He has translated Allen Ginsberg's poetry into Polish.

Leon Botstein is the President of Bard College. He writes frequently on European cultural and intellectual history. His essays have appeared in Daedalus, Salmagundi, Jewish Social Studies, Psychoanalysis and Contemporary Thought and in other journals and collections. He was a Visiting Professor of Cultural History and Humanities at the Academy for the Applied Arts, Vienna in 1988. His address to the 1989 Wheatland Conference on Literature in Budapest was subsequently published in an expanded form in the September 15-21, 1989, Times Literary Supplement under the title "American Letters: An Absent Rigour." He is the author of Judentum und Modernitaet forthcoming this year.

Ambassador Hans Otto Braeutigam is the Permanent Representative of the Federal Republic of Germany to the United Nations. From 1982-1988 he was Staff Secretary of the Permanent Republic of Germany to the German Democratic Republic. From 1980-1982 he served as Assistant Under-Secretary of State for Eastern European Affairs in the Federal Foreign Office, and from 1977-1980 was Assistant Under-Secretary of State in the Federal Chancellery.

Michael E. Brown is a professor of sociology at Queens College and at the Graduate Center, CUNY. He is currently co-editor of Socialism and Democracy and an editor of Social Text. His books include The Production of Society and Collective Behavior. He has written numerous articles on the historiography of communism and is engaged at present in research on the relationship between historical and sociological methodology. His recent articles include several analyses of methodological perspectives and recent events in Eastern Europe and the Soviet Union.

Valerie Bunce is an Associate Professor of Political Science at Northwestern University. She has written widely on recent events in Eastern Europe and is the author of Do

Leaders Make A Difference? Executive Succession and Public Policy Under Capitalism and Socialism. She is the recipient of the 1989-90 International Research Exchange Travel Grant to Poland, Hungary and Yugoslavia. She was Senior Fulbright Visiting Lecturer at the University of Zagreb in 1982-1983 and in 1988-89 she received an ACLS/SSRC grant for research on Poland and Yugoslavia.

Konstanty Gebert is an independent political columnist and theorist, sympathetic to Solidarity. He has published in journals throughout Europe and the United States and currently writes, principally for KOS. A psychologist, by training, he is one of the leading figures of a new generation of Polish intellectuals.

Karen J. Greenberg is an Assistant Professor of American History at Bard College and the Associate Director of the College's Freshman Seminar Program. Her articles have appeared in the Annals of Scholarship, the Simon Wiesenthal Center Journal and elsewhere. She is the editor of volumes 5, 6, and 7 of The Archives of the Holocaust, a documentary history of the American response to the Holocaust.

Jiri Hanzelka is an economic advisor to the Czechoslovakian government and was a member of the group of advisors that recently accompanied President Havel to Moscow. Formerly a writer of travelogues, he was imprisoned on numerous occasions after 1968.

Miklos Haraszti is a leader of the Hungarian political party, the Alliance of Free Democrats, and has recently been elected to the Hungarian Parliament. He was the first Fellow of the International Academy for Scholarship and the Arts in 1988-89, when his pro-democracy views earned him dissident status under the old regime. His writings include poetry and social commentary in journals and newspapers in this country and in Europe. Mr. Haraszti's most recent book is The Velvet Prison: Artists Under State Socialism.

Jerry Hough is the James B. Duke Professor of Political Science and the Director of the Center on East-West Trade, Investment and Communications at Duke University. He is a Senior Fellow of the Brookings Institution. He writes frequently on Soviet politics and his works include Russia and the West: Gorbachev and the Politics of Reform; Opening Up the Soviet Economy; and How the Soviet Union is Governed.

Iwona Irwin-Zarecka teaches sociology at Wilfrid Laurier University in Waterloo, Ontario. She is the author of numerous articles on the relationship between Jews and Poles. Her writings include Neutralizing Memory: The Jew in Contemporary Poland, and "Catholics and Jews in Poland Today" which will appear in a forthcoming issue of Holocaust and Genocide Studies.

S Jay Levy is Chairman of the Jerome Levy Economics Institute, and is a Partner and Chief Economist of Levy Economic Forecasts which publishes an influential monthly report called Industry Forecast.

Robert Gerald Livingston is the Director of the American Institute for Contemporary German Studies at the Johns Hopkins University. Formerly, he was a Research Professor at the Georgetown School of Foreign Service and President of the German Marshall Fund of the United States. He served as a staff writer for the National Security Council, and from 1956-1974 was a Foreign Service Officer located in Germany. His articles on Germany, Europe, and United States-European relations appeared frequently in Die Zeit, Foreign Policy, the New York Times, and elsewhere.

Helena Luczywo is the co-editor with Adam Michnik of Gazeta Wyborcza, Solidarity's daily newspaper. She was involved with the underground press in Poland beginning in 1977 when she worked as an editor of Rabotnik, an underground paper which helped promote the ties between intellectuals and workers and which led to the creation of Solidarity. During the Solidarity period, she led the AS, Solidarity's Press Agency. She was a major participant in the Round Table negotiations and in 1989 received the Louis M. Lyons Award for Conscience and Integrity in Journalism.

Mark Lytle is a Professor of History at Bard College and the Chairman of the College's American Studies Program. His books include, After the Fact: The Art of Historical Detection and The Origins of the Iranian-American Alliance, 1941-1953.

Norman Manea is a Romanian writer who is currently a Fellow of the International Academy for Scholarship and the Arts at Bard College. He has written numerous short stories, essays and novels, most of which have yet to be translated into English. Persecuted in Romania for his writing, Manea has lived abroad since 1987. He spent 1987 in Berlin under the auspices of the DAAD Berliner Kunstler program and 1988 in Washington on a Fulbright Scholarship. His novel The Black Star, a cycle of stories, is forthcoming in English from Grove Press.

Nicolae Manolescu, was born in 1939 in Sibiu, Romania. He was Professor of Literature at the Bucharest University, and is considered to be the leading literary critic in Romania. He is the editor of the widely published cultural magazine, Romania Literara, and a member of the Executive Committee of the Romanian Writers Union. He has published more than 20 volumes of literary criticism and essays, including Unfaithful Readings (1966), The Metamorphosis of Poetry

(1968), The Utopia of the Book (1976), Noah's Art, 3 Volumes (1980-83), and About Poetry, (1988).

Mihajlo Mihajlov is a scholar and author who writes for Radio Free Europe/Radio Liberty. Born in Yugoslavia, he graduated from Zagreb University. Imprisoned for a total of seven years for articles and publications that appeared in the Western press, Mihajlov has resided in the United States since 1978. His major works include Moscow Summer, Russian Times, Underground Notes and Unscientific Thoughts. He has received the annual award of the International League for Human Rights and the Ford Foundation Award for Humanistic Perspectives on Contemporary Society.

Yuri Orlov is a physicist and Soviet dissident. He organized the Russian Helsinki Committee in 1976. As a result of this work, Mr. Orlov was imprisoned for most of the next ten years before being deported to the United States in October 1986. He is the Honorary Chairman and Spokesperson for the International Helsinki Federation for Human Rights and is a Senior Scientist at Cornell University. He has recently devoted himself to re-establishing the Moscow Helsinki Committee.

Dimitri B. Papadimitriou is Executive Vice President of Bard College, where he is also Associate Professor of Economics and Executive Director of the Jerome Levy Economics Institute and of the Bard Center. He received the B.A. from Columbia University and the M.A. and Ph.D. from The New School for Social Research, Department of Economics. Dr. Papadimitriou is a visiting scholar at the Center for Economic Planning and Research, Athens. The author of numerous articles, he has been a Wye Fellow of the Aspen Institute, as well as recipient of a Center for Advanced Economic Studies Fellowship, a Whittmore Fellowship, and an Anglo-American Hellenic Fellowship.

Jens Reich is a founding member of East Germany's New Forum Party, a citizens organization composed largely of, in Reich's words, a "respectable middle-aged generation...engineers, doctors, nurses, teachers and bricklayers." During the fall of 1989, the New Forum constituted the leading opposition group to the Communist regime. Reich is trained as a physician and a molecular biologist. A scientist and a professor of biomathematics he has authored over 70 scientific papers.

Jan Sadlak is a visiting scholar at the Ontario Institute for Studies in Education, and is the North American representative of the Centre European de la Culture in Geneva. He graduated in economics from the Oskar Lange Academy in Wroclaw, Poland and received the Ph.D. from SUNY Buffalo. He was a staff member of Unesco from 1974-81 and subsequently worked at the Institute of Science Policy,

Technological Development and Higher Education in Warsaw. From 1985-88 he served as Executive Secretary of the Standing Conference of Rectors, Presidents and Vice-Chancellors of the European Universities (CRE) in Geneva.

Alexander Shalnev is the New York Bureau Chief for Izvestia. Educated at Moscow State University, he has been a foreign reporter for over twenty years. From 1982-1986 he covered the Reagan White House for Soviet audiences. He has written four books on his experiences as a reporter.

Gennady L. Shkliarevsky is an Assistant Professor of History at Bard College and a faculty advisor to the International Academy for Scholarship and the Arts. He received the B.A. and the M.A. from Kiev University and the Ph.D. from the University of Virginia. His articles on Russian history have appeared in the Journal of International Studies in Management and Organizations, in Forum and in Novoe Russkoe Slovo.

Frantisek Silnicky is the editor of Problems of Eastern Europe. He was born in Czechoslovakia and educated at the University of Odessa, the University of Moscow, and the University of Prague where he obtained his doctoral degree in Soviet history. He taught in Czechoslovakia until 1968 at which time he emigrated to Israel. In 1974 he emigrated to the United States. His books include The Nationalities Policy of the CPSU, 1917 - 1922 and Communism and Eastern Europe - A Collection of Essays.

Milan Simecka is a political commentator and, since November 1989, has been a member of the Slovak parliament. He worked as a lecturer at Bratislava's Comenius University from 1954 to 1970. He contributed to many journals known for their reformist politics, and wrote for radio and television. In March 1970 he was expelled from the University and became a driver and buildings worker. Held in custody for subversion from May 1981 to May 1982, his case was never brought to trial. He is the author of numerous samizdat essays and articles. His books include Circular Defense, The End of Inertia, and The Restoration of Order.

Dimitri K. Simes is a Senior Associate and the Director of the Project on US-Soviet Relations at the Carnegie Endowment for International Peace. He also teaches at the School of Advanced International Studies at the Johns Hopkins University. He received both the M.A. and the Ph.D. in the Soviet Union. Formerly he served as the Director of the Soviet and East European Research Program at the Johns Hopkins University and the Director of Soviet Studies at the Georgetown University Center for Strategic and International Studies. He is the author of Detente and Conflict: Soviet Foreign Policy, 1972-1977 and has written numerous articles

on Soviet foreign policy and on United States-Soviet relations.

Andrei Sinyavsky is a Russian-born writer living in France who has published primarily under the pseudonym Abram Tertz. Tried and sentenced along with fellow writer Yuli Daniel (Nikolai Arzhak) to seven years hard labor for his allegedly anti-Soviet writings, he has lived in Paris since 1973 and teaches Slavic studies at the Sorbonne. His works written in the Soviet Union include the Trial Begins and The Makepeace Experiment. His most recent work of non-fiction is Good Night published earlier this year. He has also written numerous short stories and articles and is the founder of the literary journal Syntaxis.

Manfred Stassen is Adjunct Professor of Letters at the Johns Hopkins University, and Senior Research Fellow at the American Institute for Contemporary German Studies. Formerly the director of the German Academic Exchange Service (DAAD), he has taught at Wesleyan University and the University of Bonn. His writings include Essays on German Socialism which is forthcoming later this year.

Katherine Verdery is currently Chair of the Anthropology Department at the Johns Hopkins University. She has conducted extensive research in Romania. In addition to many articles, she has written Transylvanian Villages and National Ideology Under Socialism which will appear in 1991. She is co-chairman of a group which is working to restock the libraries of Romania.

Leon Volovici is a researcher at Yad Vashem Archives in Jerusalem and has just returned from three months in the Soviet Union. He received the Ph.D. from the University of Jassy, Romania, in 1975, and has held positions at the Literature and Folklore Studies Institute of the Romanian Academy of Science. In addition to creating a radio service for Voice of Israel Radio, he has been co-editor of Romanian Jewish Studies and a member of the editorial board for the Dictionary of Romanian Literature from Its Origin to 1900. His writings include The Appearance of the Writer in Romanian Culture and Nationalist Ideology and Antisemitism: The Case of Romanian Intellectuals in the 1930's.

Lawrence Weschler is the author of numerous works of non-fiction, and is a staff writer for The New Yorker. His books include The Passion of Poland and, most recently, A Miracle, A Universe: Settling Accounts with Torturers. As a reporter, Weschler covered the first session of Solidarity's Congress of Delegates in 1981 and became acquainted with leading figures in the Solidarity movement. Recently, he visited Poland and updated his reporting on the situation in Poland during the transition to a Solidarity government. His writings on Poland earned him a 1989 Sidney

Hillman Award and the Overseas Press Club's 1981 Mary Hemingway Award for the best magazine reporting from abroad.

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Janet E. Kettler

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Charles Simmons

Joanne Waldner

Danielle Woerner

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PIE/CAP REQUIRED COURSE FOR FALL 1995

INTD/SS 275. Faces of Injustice
David Kettler

An interdisciplinary course to explore the meaning of injustice for cultural and political life. The borderline between injustice and misfortune is psychological, sociological, anthropological, and political; and the comprehension of injustice challenges theologians, artists and writers, as well as scholars in the human sciences. The examination of injustice provides an anthropocentric approach to understanding the limits of justice and the scope of political and cultural creativity.

The course is the first-semester core course required of all students in the Program for International Education. In addition to that group, it is open to twelve other Bard students, selected among applicants on the basis of ability and diversity of background. The Faces of Injustice aims at concrete analyses and comparisons, with special attention to differences in the ways the issues are screened through the varied histories of the class members. Offered as a weekly two-hour seminar (supplemented by a one-hour discussion session), the course consists of the following modules, taught by Bard faculty from several programs and divisions.

1. **Introduction: In the Beginning Is Injustice**
   David Kettler, Political Science

2. **Property as Oppression of God's People: Christian Perfection and Jewish Law**
   Bruce Chilton, Religion

3. **Injustice in the Market: Housing as Commodity**
   George McCarthy, Economics

4. **Injustice in the Workplace: Productive Exclusion**
   Kathleen Barker, Psychology

5. **The Excluded People: The Sight of Injustice**
   Peter Hutton, Film

6. **The Language of Injustice: Talking about Women**
   Deirdre D'Albertis, Literature/Gender Studies

7. **Wakened to Injustice: "Civil Rights" Comes to Town**
   Myra Armstead, History/Multi-Ethnic Studies

8. **Medicalized Injustice: The Unworthy**
   John Fout, History

9. **Aboriginals, Settler Descendants, and Claims of Injustice**
   Michele Dominy, Anthropology

10. **Immeasurable Injustice: Holocaust**
Suzanne Vromen, Sociology

11. **Political Justice: War Crimes Trials**
Leon Botstein, History

12. **The Torturers: Injustice in the National Security State**
Shelley McConnell, Political Science

13. **Dark Mirror: Injustice and the Writer**
Norman Manea, Literature

14. **Law, Injustice, Democracy**
David Kettler, Political Science

PIE STUDENTS, 1995-1996

Liviu Chelcea, Romania

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